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ABSTRACT

This document is intended to assist South Dakota schools in the development and implementation of Gifted Education Plans, and includes state laws and rules pertaining to gifted education, guidelines for reporting, and explanations of the necessary components of a district's written plan. A brief statement of philosophy addresses characteristics of gifted students and their need for appropriate educational programming. The relevant sections of South Dakota codified laws which address gifted education are briefly summarized. Administrative rules concerning gifted education are outlined, including definition, the written plan for the education of gifted students, program standards, identification of gifted students, the gifted review team, allowable costs, and appeal procedures. A checklist is presented for developing the written plan and documenting data collection and financial reporting. This is followed by the written plan, which provides greater detail. The plan addresses: philosophy of programming, statement of goals and objectives, program procedures, program services, general program management, the appeal process, and statements of compliance with relevant federal laws. An outline of data collection requirements is also provided. An appendix summarizes legal aspects and describes intra-classroom, extra-classroom, and acceleration options in types of educational services suitable for gifted students. Sample forms complete the document. The separately printed South Dakota Plan for Education of the Gifted, edited by Gail Widman and Doug Lampson provides a brief mission statement and an outline of goals and objectives presented in tabular form. (DB)

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ED 359 213

Administrative Guidelines

Education of Gifted Students

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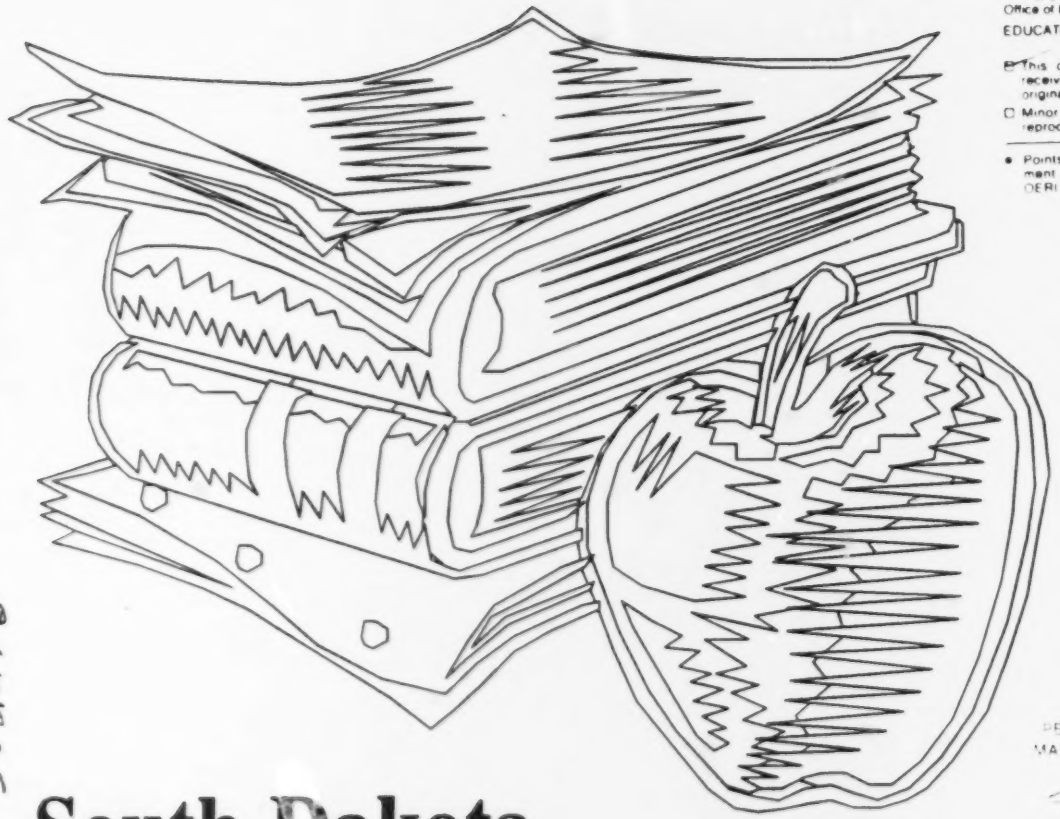

South Dakota

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This publication was printed in conjunction with the South Dakota Department of Education and Cultural Affairs and the Gifted Education Task Force.

Department of Education and Cultural Affairs

August, 1992

The following guidelines have been developed to provide assistance to South Dakota's schools in the planning and implementation of a Gifted Education Plan. It is hoped that this resource will be advantageous to all schools when revising and/or implementing their plan.

You will find South Dakota laws and rules pertaining to gifted education, guidelines for reporting and explanations of the necessary components of a district's written plan.

During the year of an on-site accreditation review the updated written plan is due to the state office in Pierre on September 15.

It is our hope that the information contained in this book will be useful to you in your effort to provide equal educational opportunities for gifted students.

Respectfully,

John A. Bonaiuto, Ed D

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PHILOSOPHY

It is the purpose of education to provide equal opportunities for all students to develop their potential abilities to the fullest. In attempting to fulfill this purpose, it is recognized that equal educational opportunity does not mean identical educational opportunity. Appropriate educational opportunities for all students are based on the unique value and needs of the individual. Children who have superior ability or whose potential for accomplishment is outstanding in comparison with their peer group and/or total school population may require curriculum/program modification to meet their educational needs. Differentiated education opportunities must be developed and implemented in the local school system as their needs are identified. The State Board of Education supports the belief that:

A. Gifted students are capable of high performance in one or more of the following areas:

1. General intellectual ability,
2. Creative thinking,
3. Leadership ability, or
4. Specific academic aptitude.

B. Students' potential for high performance in one or more of these areas requires that school systems provide appropriate educational options (programming) to assist these children/youth in the development of their abilities.

SOUTH DAKOTA CODIFIED LAWS -- GIFTED EDUCATION

The following section of the South Dakota Codified Laws, SDCL, provides the authority for local school districts to serve children who are gifted:

13-33-14. Gifted education programs -- Funding.

All school districts shall provide gifted programs in grades one through twelve for students that are identified as gifted.

School districts shall fund gifted programs out of funds in the school district general fund.

13-33-15. Gifted education -- State aid.

The amount of state aid for gifted education to which all eligible school districts are entitled is fifty percent of approved expenditures on allowable costs for providing gifted education programs for the school fiscal year two years prior to the school fiscal year for which state aid for gifted education is to be distributed. If appropriated state funds are not sufficient to fully reimburse the school districts as provided in this section, each school district shall be reimbursed on a pro rata basis.

13-33-16. Promulgation of rules.

The state board of education shall promulgate rules pursuant to chapter 1-26 to:

(1) Establish standards for educational programs designed to meet the needs of gifted children;
(2) Establish appeal procedures involving the identification, placement or program established for a gifted child;
(3) Establish the criteria to be used to define, identify and evaluate a gifted child; and
(4) Define allowable costs for gifted education.

CURRICULUM FOR GIFTED PROGRAM

Section

24:03:06.01:01 Definition
24:03:06.01:02 Written plan for education of gifted students.
24:03:06.01:03 Program standards for education of gifted students.
24:03:06.01:04 Identification of gifted students.
24:03:06.01:05 Gifted review team.
24:03:06.01:06 Allowable costs for education of gifted students.
24:03:06.01:07 Appeal procedures.
24:03:06.01:08 Schedule of appeal process.

24:03:06.01:01. Definition. Gifted students are children in grades 1 through 12 who have superior ability or potential demonstrated through documented evidence of the requirements in ARSD 24:03:06.01:04 and whose educational needs require modification of the regular curriculum. Such ability or potential may be demonstrated in any of the following areas or in combination:

(1) General intellectual ability;
(2) Creative thinking;
(3) Leadership ability; or
(4) Specific academic aptitude.

Source: 16 SDR 68, effective October 15, 1989.
General Authority: SDCL 13-1-11, 13-1-12, 13-33-16.
Law Implemented: SDCL 13-33-16.

24:03:06.01:02. Written plan for education of gifted students. A written plan for education of gifted students shall be approved and implemented by the local school board or governing body and submitted to the division of education by December 1, 1989. Thereafter, the plan shall be implemented annually and must be considered and re-approved by September 15 of the school term in which the school system is scheduled for an on-site accreditation review. The gifted education plan must be available for review by the division of education upon request. The plan must address the following:

(1) Philosophy of programming for gifted students;
(2) A statement of goals and objectives of programming for gifted students;
(3) Procedures and schedules for on-going screening, referral, evaluation, placement or nonplacement of students in the gifted program, and discontinuance of participation in the gifted program;
(4) The description and procedures for implementing program services to meet the program standards in ARSD 24:03:06.01:03;
(5) General program management, including the following:
    (a) Provision for staff in accordance with subdivision 24:02:01:09 (15);
    (b) Provision for program evaluation;
    (c) Provision for staff development activities;
(6) An appeal process for education of gifted students which is communicated annually to parents.

Source: 16 SDR 68, effective October 15, 1989
General Authority: SDCL 13-1-11, 13-1-12, 13-33-16, 13-42-3.
Law Implemented: SDCL 13-33-16.

24:03:06.01:03. Program standards for education of gifted students. The plan shall contain a description of program standards, including the following:

(1) Provision for an educational plan for each student placed in the gifted program that includes modification of the regular curriculum;
(2) Provision for parental approval of student participation;
(3) Provision for monitoring and reporting individual student progress to parents.

Source: 16 SDR 68, effective October 15, 1989
General Authority: SDCL 13-1-11, 13-1-12, 13-33-16.
Law Implemented: SDCL 13-33-16.

24:03:06.01:04. Identification of gifted students. The procedure for identification of gifted students is as follows:

(1) Students shall be screened by a variety of methods, such as the following:
  (a) Parent nomination;
  (b) Teacher nomination;
  (c) Self-nomination;
  (d) Peer nomination;
  (e) Scores on group tests of intelligence;
  (f) Scores on group tests of achievement; and
  (g) Product evaluation;
(2) The referral of students for the gifted education program shall follow procedures established in the local district's written plan in accordance with ARSD 24:03:06.01:02; and
(3) Students shall be evaluated by at least two assessment methods such as the following:
  (a) Individual intellectual ability;
  (b) Individual achievement tests;
  (c) Individual creative ability;
  (d) Teacher checklists; and
  (e) Parent checklists.

Source: 16 SDR 68, effective October 15, 1989
General Authority: SDCL 13-1-11. 13-1-12. 13-33-16.
Law Implemented: SDCL 13-33-16.

24:03:06.01:05. Gifted review team. Initial participation of a student in the gifted program shall be determined at a meeting of a gifted review team. A gifted review team must include the following at a minimum:

(a) The classroom teacher;
(b) The gifted program coordinator/instructor;
(c) The building administrator or his designee; and
(d) The parent or guardian.

The review team shall examine records, evaluate data, and determine an educational plan for the child.

Source: 16 SDR 68, effective October 15, 1989
General Authority: SDCL 13-1-11, 13-1-12, 13-33-16.
Law Implemented: SDCL 13-33-16.

24:03:06.01:06. Allowable costs for education of gifted students. Costs must directly relate to the educational plans for gifted students and for instructional services provided in the district. The following expenditures are allowable costs in calculating state aid for gifted education:

Function 1210 - Total Instruction, Objects 100 - salaries, 200 - benefits, 300 - purchased services, and 400 - supplies and materials.

Source: 16 SDR 68, effective October 15, 1989
General Authority: SDCL 13-1-11. 13-1-12, 13-33-16.
Law Implemented: SDCL 13-33-16.

24:03:06.01:07. Appeal procedures. Appeal procedures involving the identification, placement, or program established for education of gifted students may be initiated by the parents or guardian of a student or the school district. The parent, guardian, or school district shall file a written notice stating the reasons for the appeal with the building administrator.

Source: 16 SDR 68, effective October 15, 1989
General Authority: SDCL 13-1-11, 13-1-12, 13-33-16.
Law Implemented: SDCL 13-33-16.

24:03:06.01:08. Schedule of appeal process. The appeal process shall begin upon receipt of the written notice and must advance according to the following schedule with resolution possible at any level:

(1) Local building level - 10 calendar days;
(2) Local superintendent level - 10 calendar days;
(3) A three-member mediation committee consisting of one member selected by the parent, one member selected by the school, and one member selected jointly by the parent and school - 20 calendar days;
(4) Local school board or governing body level - 30 calendar days.

Source: 16 SDR 68, effective October 15, 1989
General Authority: SDCL 13-1-11. 13-1-12 13-33-16.
Law Implemented: SDCL 13-33-16.

Administrators, please note: *The school district plan for gifted education, covering the components listed below, is due in Pierre on September 15 of the year the district is scheduled for on-site accreditation review.*

ADMINISTRATIVE CHECKLIST FOR DISTRICT GIFTED EDUCATION PLAN

A comprehensive District Gifted Education Plan will include, at minimum, the components listed below. Some districts will choose to adopt additional components and/or sub-divide those shown. The components designated with an "*" are required by ARSD 24:03:06.01.

A. WRITTEN PLAN FOR EDUCATION OF THE GIFTED

See pages 11-18 for explanation

1.	Philosophy of Programming	page 11
	Philosophy statement*	
	Grades 1-12*	
	Definition, including area(s) of giftedness to be served*	
2.	A Statement of Goals and Objectives	page 11
	Program goals and objectives*	
3.	Program Procedures and Schedules	pages 12-15
	3a. System of on-going screening*	
	methods to be used*	
	criteria for selection	
	when and by whom	
	3b. System of on-going referral*	Appendix page 27
	form to be used	
	who may refer	
	who receives referrals	
	timeline for action(s) to be taken upon receipt of referral*	
	3c. System of student evaluation grades 1-12*	
	methods (at least 2) to be used*	
	who coordinates evaluations	
	who evaluates	
	timelines	
	provision for parental permission (Hatch Amendment)*	Appendix page 21

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3.	**Program Procedures, Continued** pages 12-15
	3d. Participation procedures* Appendix pages 28-29
	review team meeting for initial participation*
	personnel*
	classroom teacher*
	gifted program coordinator or instructor*
	building administrator or designee*
	parents(s) or guardian(s)*
	others as desired or requested
	process to be followed at meeting
	examination of records*
	evaluation of data*
	determination of placement or non-placement*
	completion of student's education plan on district's standard form*
	parent signature of approval of participation*
	services which will provide modification of regular curriculum*
	sex
	ethnicity
	name of student
	social security number of student
	date of birth
	current grade level
	number of hours of service per month provided by student's individual plan
	3e. Procedure to be followed for non-participation*
	3f. Procedure to be followed for discontinuance*

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4.	**Program Services**	page 15
	Program services*	Appendix pages 22-26
	description of each program services district has available to meet needs of gifted students*	
	offers modification of regular curriculum*	
	total slate of programs offers services to students in grades 1-12*	
	procedures of implementing each program service in the district*	
	who delivers the services	
	frequency and duration of services	
	system for monitoring student process*	
	system for reporting individual student progress to parents*	
5.	**General Program Management**	page 16
	Program management*	
	assignment(s) of staff with gifted education endorsement on SD teaching certificate*	
	intent and process to provide staff development*	
	intent and process to evaluate district's gifted education program, grades 1-12*	
6.	**Appeal Process**	page 17
	system for annual communication of appeal process to parent(s) or guardian(s)*	
	may be initiated by parent, guardian, or district regarding identification, placement, or program established for gifted student*	
	initiated by filing written notice with building administrator*	
	steps and timelines	
	begins upon receipt of written notice*	
	attempt to resolve at local building level: 10 calendar days*	
	attempt to resolve with local superintendent: 10 calendar days*	
	attempt to resolve with 3-member mediation committee: 20 calendar days*	
	one member selected by parent(s)*	
	one member selected by school*	
	one member selected jointly by parent and school*	
	attempt to resolve with local school board (or school governing body in cases where there is no school board): 30 calendar days*	

7.	**Federal Title IV, Civil Rights** page 18
	Statement of program's compliance with the Title IV, Civil Rights. "The Gifted Education Program will not discriminate against students on the basis of sex, race, national origin, or handicapping condition." (This statement may be attached to the end of the written plan)
8.	**Federal Family Education Rights & Privacy Act (FERPA)** page 18
	State of Program's compliance with Family Educational Rights & Privacy Act (FERPA). "Record-keeping procedures of the Gifted Education Program comply with regulations set forth in the FERPA regarding disclosure of personally identifiable information contained within student records." (This statement may be attached to the end of the written plan)

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B. SYSTEM OF DATA COLLECTION AND FINANCIAL REPORTING

1.	Allowable Costs See page 19
	expenditures must relate directly to educational plans for gifted students*
	must be expended for instructional services in the district*
	must be reported on district's Annual Report and State Aid Application as follows:*
	Function 1210 - Total Instruction*
	Object 100: salaries*
	Object 200: benefits*
	Object 300: purchased services*
	Object 400: supplies and materials*
	other data required by South Dakota Department of Education and Cultural Affairs
	on ancillary form attached to district's Annual Report and State Aid Application
	name of each student receiving gifted services
	sex
	ethnicity
	social security number of each student
	date of birth of each student
	grade during the reporting year
	number of hours per month of gifted services for each

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A. WRITTEN PLAN FOR GIFTED EDUCATION

1) PHILOSOPHY OF PROGRAMMING

The **District's Philosophy** for the Gifted Education Program should be the driving force behind decisions dealing with the Gifted Program. It must reflect the views of the community related to education of gifted students while complying with state requirements.

Things to Consider in Developing a Philosophy

1. Review the district's current philosophy of gifted education.
2. Determine if the district's philosophy of gifted education is compatible with the district's overall educational philosophy.
3. Develop a local definition, specifying areas of giftedness to be served in grades 1 through 12. (see ARSD 24:03:06.01:01)

2) STATEMENT OF GOALS AND OBJECTIVES

Program Goals and Objectives should be an outgrowth of the district's Gifted Education Program Philosophy. The Gifted Education Program Goals identify the overall Program expectations. The objectives identify how the goals will be implemented in relation to the gifted philosophy. As the needs of the district's Gifted Program change, the goals and objectives may also change. This is necessary to maintain the ongoing developmental process of Gifted Education.

Things to Consider in Developing Goals and Objectives

1. The goals statements might address such program components as:
   a. identification of gifted students
   b. basic thinking skills
   c. self concept and the gifted student
   d. intellectual abilities
   e. creative abilities
   f. leadership abilities
   g. staff development/inservice
   h. program evaluation

2. Program objectives should describe major activities (many districts group these by grade level) and the processes that will be implemented to achieve the goals. These objectives will be more definitive than the goals. There should be one or more objectives for each goal.

3) PROGRAM PROCEDURES

The Federal Family Educational Rights and Privacy Act (FERPA) specifies the legal standards regarding the rights of privacy of the individual. All information collected on students during the identification process should be recorded and stored in conformity with this act. A file for collecting data should be established for students and should be maintained by a professional educator who can assure confidentiality while making the information available to those who request it for educational purposes.

3a) SCREENING

This section of the district's plan will address the procedures and timelines for screening. A screening system includes all the activities for collecting and analyzing appropriate data in order to field a pool of potentially gifted students. Students in this pool will be considered for further referral and evaluation. The screening system needs to include provisions for screening students who move into the district as well.

Things to Consider in Developing Screening Procedures

1. Review district definition of giftedness.
2. Determine areas of giftedness to be served by the program.
3. Review methods that most accurately and fairly reveal indicators of potential giftedness in area(s) of giftedness to be served.
4. Select 2 or more screening instruments. Ideally, "variety" would include both objective and subjective. (ARSD 24:03:06.01:04 - See page 4)
5. Develop screening procedures that include WHO will be screened, WHO will conduct the screening, WHEN the screening will take place, HOW often screening will be done, and HOW results will be recorded.
6. Review screening procedures to ensure the inclusion of under represented populations: minorities, females, underachievers, highly gifted, and learning disabled and/or other handicapped.
7. Establish criteria for determining students who will be referred for evaluation.

3b) REFERRAL

The referral stage is a suggestion to designated school official(s) that a child needs further evaluation to determine potential giftedness. The referral may result from screening procedures or from individual observations.

Things to Consider in Developing the Referral Procedure

1. Develop referral form or use existing referral form.
2. Designate school official in charge of receiving referrals.
3. Determine system for distribution and action.
4. Determine criteria to a) deny the referral, b) request further evaluation, or c) route to the gifted review team.
5. Establish timelines for action on the referral.
6. Determine if parents will be notified of the referral.
7. Determine if parents will be notified of appeal procedures during referral stage.

**See sample referral form. (Appendix pages 27)*

3c) EVALUATION PROCEDURES

Evaluation is the process of individually testing a student and of collecting and analyzing multiple pieces of information in order to make an appropriate determination of the child's giftedness. It also includes developing an education program for the child if special needs are apparent. (see ARSD 24:03:06.01:04)

Things to Consider in Developing the Evaluation Procedure

1. Determine procedures for obtaining parental permission. *(See Hatch Amendment Appendix page 21)*
2. Determine needed tests, both objective and subjective.
3. Students shall be evaluated by at least two assessment methods. *(See Page 4)*
4. Determine who will conduct each evaluation.
5. Establish the time frame for completion of evaluation and forwarding of report to the gifted review team, and in what form this report will be made.
6. Determine when and if re-evaluation will be done.
7. Determine date and time for gifted review team meeting (ARSD 24:03:06.01:05 *See Page 4)* and whether evaluator(s) will attend or who will bring evaluation report(s) to the meeting.

3d) PROCEDURES FOR PARTICIPATION

The initial decision to recommend a child for participation in the gifted program will be made at a meeting of the gifted review team. The gifted review team will review the data collected during evaluation(s) and determine an appropriate educational plan for the child. The gifted review team shall include those members specified in ARSD 24:03:06.01:05 (*See Page 4)*

Things to Consider in Developing Participation Procedures

1. Develop procedures for initial participation that include a meeting of a gifted review team, notification of all parties involved, timelines for action, and record-keeping.

2. Consider also including a summary of referral and evaluation information, and a statement of the child's needs.

3. Determine format and procedure to complete the educational plan. The educational plan shall include:

    a) parental approval for student participation
    b) program services to be provided for student, with provision for modification of regular curriculum.
    c) data for state report:
        1) name of student
        2) sex
        3) ethnicity
        4) social security number of student
        5) date of birth
        6) current grade in school
        7) number of hours per month student will participate in the gifted program

4. Determine procedures for review and/or modification of the plan on a regular basis to address student needs which may change as the child develops and matures.

**See sample educational plan form. (Appendix pages 28-29)*

3e) PROCEDURES FOR NON-PARTICIPATION

After a review of the data collected during evaluation, it may be determined that a child is not in need of the services offered by the gifted program, or the parents may choose non-participation for the child.

Non-participation checklist:

1. Determine non-participation criteria.
2. Who will make the decision.
3. How the decision will be communicated to parents.
4. How parents may take action if they disagree with the decision.
5. Consider a form for parents to sign if they choose non-participation.

3f) DISCONTINUANCE OF PARTICIPATION IN THE GIFTED PROGRAM

Consideration of a child's dismissal from the gifted program may result from a request by school, students, or parent.

Things to Consider in Developing Discontinuance Procedures

1. Determine who will make the decision for discontinuance and how this decision will be documented.
2. Determine provision for obtaining parental permission for discontinuance.

4) PROGRAM SERVICES

Program Services describes the options a district will offer and review teams may include in the student's educational plan.

Things to Consider in Developing Program Services

1. Review literature dealing with types of educational services suitable for meeting needs of gifted students. *(see Appendix pages 22-26)*
2. Determine which services the district will provide.
   a) Specify modifications of the regular curriculum;
   b) Specify additional services for grades 1-12.
3. Determine procedures to implement program services.
4. Determine procedures for reporting student progress to parents.

5) GENERAL PROGRAM MANAGEMENT

The section of **Program Management** is designed to ensure that the overall operation of the gifted program meets all accreditation and certification standards established by the state.

Provisions for Staff Certification

Each certified teacher that is assigned the responsibility to work with students as the gifted education instructor or coordinator must obtain the gifted endorsement as specified in ARSD 24:03:06.01:09(15).

24:02:01:09. Teaching assignment outside major areas of academic preparation -- Exceptions. Teaching assignments outside major areas of academic preparation require the following minimum preparation: ...

(22) A teacher or coordinator of K-12 gifted programs, 12 semester hours including courses in the nature and needs of the gifted child, curriculum development and teaching strategies for the gifted, the nature of creativity, and practicum in the education for the gifted or 6 semester hours and 3 years of experience in the education of the gifted.

With the transfer of gifted education from special education to regular education, this requirement now also applies to special education teachers. Special education teachers with three years of experience in gifted education may receive the endorsement with six semester hours of coursework as identified in ARSD 24:02:01:09(22) above. Special education teachers who do not meet the three year experience criteria must take 12 semester hours of coursework as identified in the rule above. All special education teachers who are responsible for a gifted education program or intend to be in the future, must have the endorsement.

Staff Development

Staff development is a planned program of learning opportunities offered to staff members of the school district for the purpose of improving teacher performance. The local school district should incorporate courses and workshops related to education of gifted students into the district staff development plan.

Things to Consider in Staff Development

1. Review district's current staff development plan.
2. Incorporate gifted education in needs assessment, budgeting and inservice activities, and evaluation.

Program Evaluation

The main purpose of evaluation of the district's gifted education program is to determine the extent to which program goals, objectives, and activities are being achieved. The goals and objectives of the program plan will provide the framework for building the evaluation plan.

Things to be Considered in Developing Program Evaluation Procedures

1. Review program goals, objectives, and activities.
2. Determine methods to assess progress in fulfilling district goals and objectives.
3. Establish timelines for evaluation activities.
4. Specify means of reporting evaluation results.
5. Incorporate recommendations from evaluation into district goals, objectives and activities (before on-site visit of state accreditation review team).

6) APPEAL PROCESS

The **Appeal Process** is designed to give parents, guardians, or the school district the opportunity to seek recourse for a perceived inappropriate decision regarding identification, participation, or program options established for a gifted child. It must include the following sequence and timelines with resolution possible at any level. (set forth in ARSD 24:03:06.01:07)

A. Local building level - 10 calendar days;
B. Local superintendent level - 10 calendar days
C. A three member mediation committee consisting of one member selected by the parent or guardian, one member selected by the school, and one member selected jointly by the parent or guardian and school - 20 calendar days;
D. Local school board or governing body level - 30 calendar days.

Things to Consider in Developing the Appeal Process

1. Determine means for annual communication of appeal procedure to parents.
2. Specify steps and timelines for appeal procedure.
3. Develop form for individual requesting appeal. This form will serve as written notice and it must include reasons for the appeal.

7) FEDERAL TITLE IV, CIVIL RIGHTS

Statement of program's compliance with **Federal Title IV, Civil Rights**. "The Gifted Education Program will not discriminate against students on the basis of sex, race, national origin, or handicapping condition." (This statement may be attached to the end of the written plan.)

8) FEDERAL FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA)

Statement of program's compliance with **Family Educational Rights & Privacy Act (FERPA)** "Record-keeping procedures of the Gifted Education Program comply with regulations set forth in the FERPA regarding disclosure of personally identifiable information contained in student records." This statement may be attached to end of written plan.

Educational institutions which receive federal funds administered by the US Department of Education (virtually every public school in South Dakota) must **maintain records in a manner which is consistent with the regulations outlined in the Family Educational Rights and Privacy Act (FERPA).** (see Appendix page 20)

B. System of Data Collection and Financial Reporting of Gifted Educational Programs

The following data will be collected annually by the South Dakota Department of Education and Cultural Affairs and used for analysis and calculation of Gifted Education entitlement.

I. **Annual Report and State Aid Application** *(due August 1 of each year)* This application will include Ancillary and Financial Forms to record the following data. *(Schools must report students served during past school year.)*

A. Ancillary Form

1. Name of each student participating in gifted education;
2. Sex;
3. Ethnicity;
4. Social security number of each student;
5. Date of birth of each student;
6. Grade level of each student during past school year;
7. Number of hours/month of gifted education services each student receives per written individual plan.

B. Financial Form

Expenditures reported under the following function will be used to calculate your district entitlement.

Function 1210--Gifted & Talented:

a. Object 100--Salaries
b. Object 200--Benefits
c. Object 300--Purchased Services;
d. Object 400--Supplies and Materials.

II. **Personnel Record Form for Certified Staff** *(due 3rd week in September)* Districts are and will continue to report this data:

A. Teachers with endorsement in gifted education;
B. Teaching assignment(s) of each. (what percentage of FTE is designated Gifted Education)

FEDERAL FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA)

Educational institutions which receive federal funds administered by the US Department of Education (virtually every public school in South Dakota) must **maintain records in a manner which is consistent with the regulations outlined in the Family Educational Rights and Privacy Act (FERPA).**

Full text of the Act is available in the Federal Register, Monday, April 11, 1988, pp. 11943-11958. A local library should be able to provide a copy through a request to the State Library in Pierre.

In brief, FERPA requires schools to provide parents and eligible students access to records directly related to the students; to permit parents and eligible students to challenge those records on the grounds that they are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights; to obtain the written consent of parents and eligible students before releasing personally identifiable information about the students contained in education records to other than organizations or individuals described in statutory exceptions; and to notify parents and eligible students of these rights.

The restrictions may not apply to "directory information" about students in some cases. According to the federal definition, "directory information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone listing, data and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

The "personally identifiable information" which the Act protects includes, but is not limited to, test scores and grades identified with student's name, the names of the student's parents or other family members, personal identifiers such as social security number or student number, personal characteristics that would make the student's identity easily traceable, or other information that would make the student's identity easily traceable.

The school may disclose (or report) personally identifiable information to other school officials, including teachers, if there is legitimate educational interest in the information, state educational authorities, and many other parties who meet conditions outlined in FERPA. Thus, it is not inappropriate for the state agency to ask for certain student information on an annual basis.

It is also possible for a school to obtain written consent of the parent to disclose information. The written consent form must meet several criteria, also outlined in FERPA.

Protection of Pupil Rights Amendment

"THE HATCH AMENDMENT"

Background: The Protection of Pupil Rights Amendment--popularly known as the "Hatch Amendment"--was enacted into law in 1978. The amendment concerns student rights in research, experimental activities, and testing. In September, 1984, the U. S. Dept. of Education released final regulations for implementing the provisions of the Hatch Amendment. Since that time, there has been a great deal of controversy over interpretation. Many professional education and scientific organizations oppose the Hatch Amendment on the basis that it is too vague in defining WHICH federally funded education activities it applies to and UNDER WHAT CIRCUMSTANCES it applies.

In local schools, the school counselor is probably the most aware of the Hatch Amendment and its impact on school programs. To be on the safe side, most counselors obtain parental permission before administering an individual test to a student. Schools are advised that the Hatch Amendment likely applies to the gifted education programs (if federal funds are used for any portion). **Obtaining parental permission to individually evaluate a child for potential giftedness** may or may not be required. However, having the parent(s) sign a permission form before an individual test is administered puts the school in a defensible position, should the procedure be challenged.

School administrators with further questions about the need to obtain parental permission before individually testing a student are urged to discuss the matter with their district's attorney. Full text of the US Department of Education regulations is available in the Federal Register, Thursday, September 6, 1983, pp. 35318-35322. A local library should be able to provide a copy through a request to the State Library in Pierre.

APPENDIX

TYPES OF EDUCATIONAL SERVICES SUITABLE FOR GIFTED

The Educational Services which are listed separately below (for clarity) should not be viewed in isolation. A good individualized Educational Plan intertwines aspects from the educational options as they relate to the perceived and real needs of the student. The educational options may be offered singly or in combination with other strategies and alternatives. These options should be in line with the educational philosophy of the local school district.

The Educational Services tend to fall into three categories:

1) Intra-classroom;
2) Extra-classroom; and
3) Acceleration.

Intra-Classroom Services

Intra-classroom Educational Services take place within the regular classroom setting. The classroom teacher assumes the responsibility of working with the Gifted Student within the regular school day, and provides instruction to meet that individual's needs. In many instances, Intra-classroom options require the teacher to do curriculum *compacting* for the gifted students.

Intra-classroom Educational Services Include:

A. Compacting - involves pre-testing the student to determine content he/she knows, removing the curriculum the student knows, and teaching only the curriculum that is not known by the student. The time gained by *compacting* is the time in which the student can be involved in the Intra-classroom option which best meets the student's needs and interest.

B. Independent Study - (flexible scheduling) Provide opportunities for students to engage in exploratory study and pursue closely defined in-depth projects. This can be especially effective if the student has the opportunity to pursue experiences that meet his/her needs.

C. Team Teaching - A Team Teaching approach using regular education personnel with specific expertise in a particular area could be utilized. Teaming can provide increased flexibility in working with different groupings of students in terms of students' specific abilities and interests. Teaming can provide longer blocks of time for gifted students to work in small groups or on an individual basis, with the team personnel available to assist the student. Students may be encouraged to work collaboratively in the planning, implementation, and evaluation of a program to develop their interests.

D. Advanced Classes - Classes designed specifically for those certified as gifted. Classes may engage in accelerated study, enrichment, in-depth study or any combination of these. *(NOTE: Not the same as the "honors" sections of high school classes)*

Intra-classroom Services, continued

E. Supplemental Learning Materials - Individual materials may be made available to encourage the student to pursue areas of individual interest. Self-directed and self-paced learning is included here also.

F. Classroom Contracts - The contract learning system is an effective method used by students and teachers because it provides a student/teacher-centered program as opposed to teacher-centered mode of instruction. The student and teacher plan together. The teacher is free to help other students and the student has more freedom to be creative through self-directed learning. Contract learning could be effective in small, rural areas where resources - both material and human - are limited.

G. Cluster Grouping - Small clusters of students who have similar interests and abilities would work together on tasks within a mutually agreed upon period of time. Seminars of interest to these students could provide a time to stimulate the thinking of the group. The group would not remain together for long periods of time, just during the investigation of a similar interest area. The sharing of activities, ideas or projects can be beneficial to students with like interests.

H. Multi-Age Grouping - Children of advanced ability may benefit from opportunities that allow them to work in task force groups of varying duration with students from other grade levels who have similar interests and abilities. Arrangements would be on a part-time basis, usually during a period when students have mastered the skills being presented or developed in the regular classroom setting.

APPENDIX

Extra-Classroom Services

Extra-classroom Services are those that are provided outside the regular classroom. They are learning opportunities that exist as a supplement to the regular classroom program. These options are usually provided by a specifically trained teacher whose responsibilities include designing and implementing the Extra-classroom aspects of the student's individualized program. Extra-classroom Services can necessitate the removal of the student from the regular classroom for a portion of the day.

Extra-Classroom Educational Services include:

A. **Resource/Interest Development Centers** - Centers provide a place for students to go to develop their potential. Students can work individually or together on pursuits of their own choosing.

B. **Itinerant Teacher** - Educators with experience and expertise in the area of Gifted Education. In rural areas or small school districts, the itinerant teacher could be available to several school systems. An itinerant teacher could provide learning experiences for identified gifted students on a regular basis and provide valuable inservice for school districts.

C. **Mentorships** - (tutorial) Individual students would work with an assigned adult or other resource person or consultant on a regular basis. Student's needs in areas of independent study would be matched with a person having a particular expertise in that area or field. This is especially suitable for involving persons in the community who can volunteer time, expertise, and knowledge in various fields.

D. **Student Internship** - Students may be provided opportunities to learn on-site in a field student or practical relationship with a mentor.

E. **Community Resource** - (talent bank) The local or regional school and community population is potentially a rich resource of human talents in a variety of different areas. These people can be used to provide expertise in the interest areas of the students.

F. **Artists-in-the-Schools** - A special kind of mentorship approach bringing visual and performing artists into a school on a matching money basis. Professional artists are available to come into the school and the communities for residencies, workshops, inservices seminars, and performances.

G. **Field-Trips** - Visits to areas of special interest (museums, cemeteries, industrial plants, technological exhibits, archeological digs, theater, period home tours). This could also include extended summer travel opportunities with professional leadership to supplement studies or to stimulate student interest in a new area of inquiry.

Extra-Classroom Educational Services, continued

H. Seminars - High interest presentation by a teacher(s) or community person(s) in a variety of topics; attended voluntarily by interested students. Seminars serve as a stimulus to further student study on individual or group basis.

I. Special Classes - Opportunities can be provided for students on a voluntary basis to pursue areas of specific interest, such as aeronautics, creative math, chess, artistic creations (mural, city building or planning, etc.), crafts, and many other areas determined by needs or abilities of specific students.

J. Weekend Study Programs - A combination of Artists-in-the-Schools and happenings. Professional artists or persons could be brought into a particular area for weekends of learning in a high interest subject. Students might be provided opportunities for on-site visits to particular areas for intensive study for a limited time period.

K. Summer School Activities - Short-term, intensive learning experience for gifted students. These experiences would serve to expose students to exceptional teachers, to encourage short-term interaction with other gifted students, and to develop skills necessary for further advancement in the regular school year.

L. Special Schools - Short-term educational experiences, sponsored by a particular agency or individuals to provide intensive and valuable educational experiences for gifted students. Special school experiences could be provided in fine arts, such as music, drama, art; or in the academics areas such as science, history, etc.

M. Off-Campus Enrollment or Advanced Placement - Secondary level students of high academic ability may benefit from opportunities to engage in specific subject area studies or experiences. These would qualify them, upon successful examination, to achieve sophomore standing in colleges participating in the advanced placement program. Participation may be on a "correspondence course" basis.

Acceleration

Because the needs of Gifted/Talented students are so varied and because their learning styles are different from those of other students, acceleration provides the flexibility to meet those needs and styles. This acceleration may take place in grade levels, in subject areas, and between schools.

In the classroom, a teacher may compact the material in a subject area, making it possible for the students to learn the skills in a much shorter time and allowing them to advance to higher skill levels or go into a subject in more depth.

Acceleration may also include grade skipping and course skipping. The need for these would be determined on the basis of test scores, interviews, parents, and teacher recommendations.

Another means of acceleration in the secondary schools will be participation in honors classes and advanced placement classes. It is also possible for students to take college courses in place of, or in addition to, high school courses.

SAMPLE REFERRAL AND CONSENT FOR EVALUATION

_____ School District
Gifted Education Program

Referral and Consent for Evaluation:

Student name _____ SS# _____

Birth date _____ Age _____ Current Grade _____ Sex _____

Parent/Guardian _____ Address _____

Telephone _____ Home Attendance Center _____

Referring individual _____ Relationship to student _____
Date _____

Reason for referral _____

_____

Evaluations/Assessments to include:	Staff Member	Title
Individual psychological test		
Individual achievement test		
Individual interest inventory		
Individual creativity assessment		
Other:		

Parent/Guardian Approval:

I have reviewed the above information and consent to the Evaluations/ Assessments listed above. I understand these Evaluations/Assessments will be completed within 25 school days following receipt of the referral form by the building principal. I have received information on the gifted education program and the appeal process. I also understand that my permission is voluntary and that I may revoke it at any time.

_____ _____ _____ _____
Parent/Guardian Date Principal Date

This information is confidential and shall not be duplicated, copied or released without informed parental consent (FERPA 99.33)

cc: Cum File, G/T Coordinator, Parent/Guardian, Classroom Teacher

EDUCATIONAL PLAN

(TYPE OR PRINT IN BLACK INK)

Date _____

Name _____ Student Number _____

Birthdate _____ Age _____ Grade _____ Social Security# _____

Parent/Guardian _____ Telephone _____

Address _____ Zip _____

Home Attendance Center _____

INITIAL ASSESSMENT INFORMATION (National Norms/Percentile)

Group Achievement Test Date _____

Name _____

Subtest	%ile

Individual Achievement Test Date _____

Name _____

Subtest	%ile

Group Ability Test

Cognitive Abilities Date _____

Standard Age Score _____

Otis-Lennon Date _____

School Ability Index _____

_____

Other _____

Name _____

Results _____

Individual Ability Test

WISC-R Date _____

Verbal IQ _____ %ile _____

Similarities _____

Vocabulary _____

Performance IQ _____ %ile _____

Block Design _____ _____

Full Scale IQ _____ %ile _____

Stanford-Binet Date _____

IQ _____ %ile _____

Critical Thinking

Watson-Glaser Date _____

Results _____

Creativity Test Date _____

Name _____

Results _____

_____

Current Grades/GPA Date _____

_____

Checklists

Parent _____

Teacher _____

Other: Date _____

Name _____

Results _____

_____

_____

_____

POST EVALUATION STAFFING RECOMMENDATION Date _____

	Please check one Yes	No	Comments: (indicate student needs on right)
Principal	___	___	
Classroom Teacher	___	___	
Psychologist	___	___	
ULE Teacher	___	___	
Other	___	___	
	___	___	
	___	___	
Team Recommendation	___	___	

Special considerations _____

_____

Student needs _____

_____

LONG TERM GOALS

- To help students become more independent and self-directed learners.
- To assist in developing personal growth, social skills, and self-esteem and in recognizing and responding to specific strengths and needs of self and others.
- To enable gifted students to interact with and challenge each other by structuring a format through which they are able to work with other students with similar abilities and interests.
- To develop students' thinking, creative and reasoning abilities, and skills in decision-making and communication.
- To provide new and challenging learning experiences that are not ordinarily included in the regular curriculum.

CURRICULUM MODIFICATIONS

(Please check appropriate options)

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Pull-out/Direct Services												
Compacting*												
Acceleration *												
Advocates												
National History Day												
Future Problem Solving												
Core Group												
College Course *												
Mentorship												
Discussion Group												
Modified Course *												
Other:												
Hours/Month												

**** See worksheet***

REVIEW TEAM: Date _____

Principal _____

Teacher _____

Classroom Teacher _____

Parent/Guardian Approval for: Date

Permission to participate _____

Appeal procedure received _____

Nonparticipation/Monitor _____

Participation Discontinuance _____

Participation Reentry _____

This information is confidential and shall not be duplicated, copied or released without informed parental consent. (FERPA 99.33)

pc: Parent Teacher Dept. This copy to cumulative folder

SCHOOL DISTRICT

GIFTED AND TALENTED EDUCATION PLAN

Student's Name_____DOB_____

SS#_____Sex_____Age_____Grade____

Parent or Guardian_____

Address_____Phone_____

Referring Individual_____

Those attending meeting_____

_____ _____

_____ _____

Check at least three criteria used to determine giftedness:

_____a. Parent nomination
_____b. Teacher nomination
_____c. Self nomination
_____d. Peer nomination
_____e. Achievement test scores
_____f. Intelligence test scores
_____g. Outstanding accomplishments or products
_____h. Creative and productive thinking
_____i. Checklist of gifted characteristics by parent, teacher, peer, or self

Educational opportunities will be provided for this child in the following ways:

In the CLASSROOM_____

_____

_____

OUTSIDE the classroom (during school time)_____

_____

_____

OTHER_____

Number of hours per month spent participating._____

I give permission for my child to participate in the gifted program. The appeal process has been explained to me.

35

_____ _____
date parent/guardian signature

This information is confidential and shall not be duplicated, copied or released without informed parental consent. (FERPA 99.33)

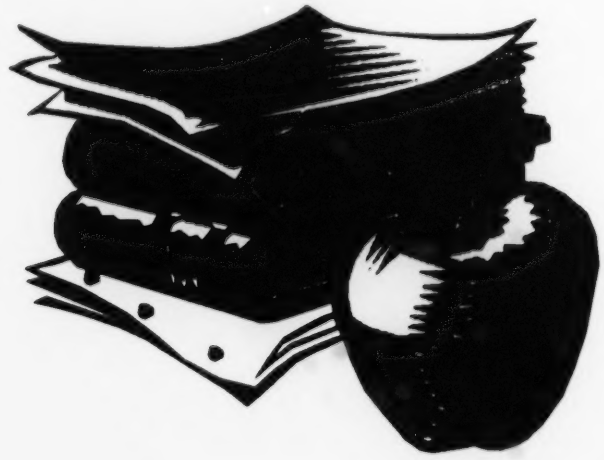
500 Copies of this document was printed by the Department of Education and Cultural Affairs at a cost of $.926 per document.

Plan for Education of the Gifted in South Dakota

MISSION: To ensure that each student receives an appropriate education under South Dakota's Codified Laws.

**Ensure compliance through the four year accreditation process.

**Increase the capacity of local districts to meet the needs of students.



This publication was printed in conjunction with the South Dakota Department of Education and Cultural Affairs and the Gifted Education Task Force.

Edited by
Gail Widman and Doug Lampson

GOALS

Program

To ensure each district has a school board approved and implemented Gifted Education Plan.

Identification

To provide early and continuous identification of all gifted children (grades 1-12) including screening, referral, evaluation and placement.

Differentiated Curriculum

To provide a base for developing differentiated curriculum for the education of gifted children.

Objectives

To monitor compliance with the law through four year accreditation reviews.

To provide districts with information and resources on best practices in developing district plans including, but not limited to model philosophy, goals, and objectives.

To provide Technical Assistance, upon request, in developing and implementing district education plans.

To monitor data submitted on each district's Annual Report and State Aid application.

To provide districts with information concerning appropriate evaluative instruments and procedures for identification with specific emphasis placed on the identification of our minority populations and underserved gifted.

During accreditation reviews, give focus to education of gifted children and require proof of the district's plan and implementation.

To develop a resource list of gifted education materials and resources.

To develop a state resource center for gifted education.

To provide information regarding appropriate educational options, services, grouping, and opportunities necessary for differentiating curriculum.

GOALS

Differentiated Curriculum, continued

To provide a base for developing differentiated curriculum for the education of gifted children.

Objectives

To provide technical assistance, upon request, regarding differentiated curriculum design.

To develop and promote methods for technology integration.

To enlist a variety of interested citizens in the development of gifted children in South Dakota.

To solicit support and commitment from parents of gifted children.

To seek support for mentor and other types of programs from businesses, industries, corporations, and agencies.

To promote the development of research data, input and positive support for education of the gifted from colleges and universities.

To promote the development of national research through maintenance of the State Research Council and its affiliation with the National Research Council.

To encourage parental\community involvement in the development of educational programs for gifted children.

To establish criteria\methods for individualized differentiated curriculum at the local level in all curricular areas through provision of information and technical assistance to districts.

GOALS	Objectives
Differentiated Curriculum, continued To provide statewide opportunities for gifted students.	To continue financial support and leadership for Odyssey of the Mind and Future Problem Solving. To promote funding and support of the Governor's Camp for Gifted Children. To develop additional statewide opportunities for gifted students and to facilitate funding for these activities.
Staff Development To provide a basis for local districts to train staff in the education of the gifted.	To sponsor conferences, workshops, and seminars on gifted education. To promote and financially support the annual South Dakota Association for Gifted Children Conference.
To ensure certification of teachers of gifted education.	To coordinate through institutions of higher education pre-service and in-service in gifted education for: *certificate renewal; *college credit; and *gifted endorsement. Monitor certification of staff in districts under "authority to act."
To provide basic information to all teachers, administrators, parents, school board members, and other interested persons on the major principles necessary to afford gifted children an appropriate education.	To provide on written request regional/statewide workshops regarding the nature of gifted children, identification, differentiated curriculum, creativity, methods/materials for teaching gifted children, programming for minority students, and development of district gifted education plans.

GOALS	Objectives
	To provide on written request, information at public meetings on all facets of education for the gifted.
Evaluation To promote appropriate program evaluation.	To provide information and, upon request, technical assistance to school districts to develop appropriate program evaluation.
To promote appropriate student educational plan evaluation.	To provide information and, upon request, technical assistance to school districts on development of appropriate educational plan evaluation and monitoring of student progress.
To evaluate state progress toward implementation of current five year plan, modify the plan as needed, and develop the next five year plan.	Establish a task force yearly to evaluate progress and modify the current five year plan. In the fifth year of the plan, the task force will develop the next five year plan.

GOALS

Parent/Community Involvement

To inform parents and communities of the need for free appropriate educational programs for gifted children.

To promote opportunities for gifted and talented students in our state following graduation.

Funding

To fund gifted education at the full 50% of allowable costs specified in statute.

To utilize alternative sources of funding in developing local and statewide gifted education opportunities.

Objectives

To develop media presentations for the purpose of informing parents, community and legislators regarding educational programs for the gifted.

To develop and disseminate a handbook for parents of gifted children.

To inform parents of the required contents of the appeal process.

To provide parental/community input in the development and implementation of the State Gifted Education Five Year Plan through participation in the yearly gifted education task force meeting.

To work cooperatively with the South Dakota Association for Gifted Children.

To facilitate discussion on how communities might attract South Dakota gifted and talented children to remain in state through employment opportunities.

To work with the Department of Education and Cultural Affairs in budget development and legislation to increase funding.

To develop grant proposals for statewide gifted education opportunities.

To provide information to local districts regarding available grants and how to write grants.

GOALS

Leadership

To provide statewide leadership for gifted education.

Objectives

Maintain State Director of Gifted Education.

Establish yearly task force.

To provide school districts with information and, upon request, technical assistance in the modernization of South Dakota schools.